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ABSTRACT

This curriculum guide is designed for a course based on the text "ALM Russian," second edition, units 11, 12, and 13. The course focuses on the listening, speaking, reading, and writing skills as well as on cultural background material. Particular emphasis is placed on developing the student's knowledge of grammar. The guide includes a statement of the broad goals and performance objectives of the course, a summary of course content, suggestions for the expansion of material, a list of suggested activities, and sample evaluations. (PMP)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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DADE COUNTY PUBLIC SCHOOLS

FOREIGN LANGUAGE

THE RUSSIAN TEEN-AGER AND YOU, PART 1

(7544.01)

FL 005 541

DIVISION OF INSTRUCTION • 1971

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THE RUSSIAN TEEN-AGER AND YOU

PART 1

(7544.01)

DIVISION OF INSTRUCTION

Dade County Public Schools
Miami, Florida
1972

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COURSE DESCRIPTION

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In this course the student begins to put everything he has learned in its place with the locative case. He learns his way around by locating people, places and things. He makes a date, setting the time and day of year, with confidence. And what could be more perfect than the perfective aspect of Russian verbs. The student will not be misunderstood in either the past, present or future tenses. Put this all in the setting of Leningrad during the first snows of the Russian autumn and the student will have an experience for all seasons. The basic content of this course is that of ALM, Second Edition, units (11), 12, 13. Russian will be the language of the classroom.

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PERFORMANCE OBJECTIVES *

(These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.) The learner, according to his levels of maturity and achievement, will:

LISTENING

L-1. demonstrate comprehension of new arrangements of familiar Russian content spoken at normal tempo when given ten or more oral multiple choice rejoinder items.

L-2. demonstrate an understanding of short conversations in Russian on familiar topics when given ten or more oral three-line dialogs, each followed by oral multiple choice questions to check comprehension, all in Russian.

L-3. demonstrate an understanding of oral accounts about ordinary activities of his peers in the target culture by answering ten or more oral multiple choice questions on short oral narrations, all in Russian.

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* The performance objectives are grouped into six categories. They are Listening (L), Speaking (S), Reading (R), Writing (W), Culture (C), and Attitudes (A). Each of the objectives is numbered L-1, S-1, etc. These numbers are also used to identify the applicable item in the Sample Evaluation section of this course.

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SPEAKING

S-1. perform necessary changes in form and order as regards the Russian vocabulary and grammar of this course, when given structure drills and exercises.

a. "Cued Response"

b. "Question Formation"

c. "Cued Completion"

d. "Person-Number Substitution"

S-2. speak on topics within his range of development at natural speed and with correct Russian pronunciation and intonation, when engaged in conversation by the teacher or by other students.

S-3. create and generate new and well-formed sentences in Russian relating to his usual activities, when given oral cues on familiar material.

READING

R-1. demonstrate 80% proficiency in oral reading of the familiar material of this course as evidenced by the use of correct intonation and juncture while reading a passage of 25 words or more in Russian.

R-2. read that material previously mastered audiolingually in this course with direct comprehension as evidenced by answering 10 or more multiple choice questions on short passages read in Russian.

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R-3. read orally printed Russian passages in which materials already learned audiolingually are recombined as evidenced by using correct intonation and juncture.

R-4. read with direct comprehension printed Russian passages in which material already learned audiolingually is recombined as evidenced by answering written multiple choice questions on the passages read.

WRITING

W-1. write in Russian the content of this course which he has previously learned, spoken and read, using 80% correct spelling and punctuation when dictated in sentences of five to seven words in length.

W-2. write a directed narration of 25 words or more based on given cues, using correct structure, spelling and punctuation.

W-3. rewrite 10 sentences in Russian changing the aspect and form of the verb in each from the imperfective tense to the perfective tense and vice versa.

CULTURE

C-1. recognize seven Russian proverbs or sayings when given a list of 10 from which to choose.

C-2. explain in detail one of the following topics: foreign language study in Russia, dancing in Russia, winter diversions in the Soviet Union.

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C-3. report on current events which support the practicality of studying the Russian language.

ATTITUDES

A-1. list the various reasons for studying a foreign language as evidenced in participation in discussion groups, research projects and making of art.

A-2. show an interest in further study of a foreign language as evidenced by responses on an attitudinal questionnaire.

A-3. seek additional knowledge, join the Russian language club, or correspond with a pen pal.

CONTENT OUTLINE

I. The Summer Vacation

A. General review

1. vocabulary

2. pronunciation

3. structures, etc.

B. Specific review

1. verbs

a. first and second conjugations

b. imperfective present and past tenses

c. irregular verbs хотеть , мочь , etc.

2. cases: nominative, genitive, accusative

a. singular and plural of nouns

b. singular and plural of adjectives

c. possessive adjectives

d. genitive and accusative case prepositions

e. expressions with the genitive and accusative cases: time, quantity, etc.

f. adjectival agreement with nouns

3. Russian expressions and forms in letter writing

4. numbers 1 - 10

II. The First Snow

A. New vocabulary

1. seasons

2. months

3. see vocabulary in appendix

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B. New grammar

1. Locative case of

a. nouns; singular and plural

b. interrogative pronouns О ЧЁМ - О КОМ

c. with prepositions О, ОБ, ОБО, В, НА

d. adjectives; singular and plural

e. possessive pronouns

f. demonstrative pronouns

g. personal pronouns

2. Adverbs of motion and location

a. КУДА - ГДЕ

b. СЮДА - ЗДЕСЬ

c. ТУДА - ТАМ

C. New idioms and structure patterns (underlined words are optional in replacement exercises)

1. Я положил телеграмму на полку.
2. Я там был в январе.
3. Все говорили о спорте.
4. Мы как раз говорим об экзаменах.
5. Что вы слышите о брате.
6. Я мало знаю о балете.
7. Снег на крыше дома.
8. Теперь я могу кататься на санках.
9. Я уже был в библиотеке.
10. Он как раз в Ялте теперь.

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11. А я думал, что они уже в Европе.
12. Наташа была в тёплой шубе.
13. Ивановы живут в большом доме.
14. Саша обо мне совсем не думает.
15. Учебный год начинает в сентябре.

III. Oral Exams

A. New vocabulary

1. The Russian grading system: единица, двойка, тройка, четвёрка, пятёрка.
2. numbers 11 - 100
3. see vocabulary in appendix

B. New grammar

1. Aspects of the Russian verb
   a. imperfective
   b. perfective
2. Nouns with numbers
   a. using nominative case
   b. using genitive case; singular and plural
3. expressions of time using accusative and locative cases
   a. hours of the day
   b. days of the week
   c. months of the year
   d. years

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C. New idioms and structure patterns (the underlined words are optional in replacement exercises)

1. Который теперь час? Теперь два часа.
2. В котором часу экзамен?
3. Экзамены обыкновенно начинаются в девять часов.
4. Сколько стоит эта книга?
5. Сколько у вас свитеров? У меня только один свитер.
6. Я хочу купить эту книгу. Сколько стоит эта книга.
7. Папа получил права один год тому назад.
8. Два дня тому назад у нас был устный экзамен.
9. Вот уже одна неделя, как мы купили машину.
10. Он учился там два года.

IV. Cultural topics

A. Songs:

1. Метелица
2. Калинка
3. Под Московные Вечера.
4. etc.

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B. Dances

1. Тройка
2. Коробушка
3. etc.

C. Russian proverbs

1. "Haste makes wastes."
2. "All that glitters is not gold."
3. etc.

D. Miscellaneous cultural topics as suggested by the text pictures and content of this course.

1. The city of Leningrad
2. The Russian college entrance exam system
3. Poetry in Russian
4. Famous dates and holidays in the Soviet Union
5. Some diversions of Russian Teenagers

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Англия
бейсбол
блестящий
бумага
в (+ locative case)
валенки
Вашингтон
выглядеть
двор
длинный
дневник
довольный
дождь
дорога
дым
заказное (письмо)
зимний
иначе
календарь
канал
кататься
конверт
конькобежец
кончать
коньки
красив
крылечко
крыша
культура
лица
лыжи
марка
меховой
мороз
наверное
начаться
небо
небольшой
о (об, обо)
отдых
открывать
открытка
падать
печка

BEST COPY AVAILABLE

поезд
пока
полка
послать
почтовый
приятно
рад
санки
снег
снегоочиститель
снежки
солнце
спорт
стол
столбом
сюда
телеграмма
тепло
тёплый
топить
ходить на лыжах
холодно
чистый
шапка
шуба

C. Oral Examinations

борода
бояться
вальс
великий
верно
встать
глава
даром
Дед-мороз
доллар
ёлка
кончаться
кончить
написать
например
начать
ни пуха, ни пера.
обыкновенно
ответить
отвечать

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отличник
отметка
очередь
письменный
позавтракать
позвать
полька
пообедать
попросить
поужинать
правда
праздник
прочитать
прошлый

сейчас
сказать
спросить
ставить (отметки)
стоить
страница
так
тому назад
увидеть
целый
цент
час
часы
ча-ча-ча

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EXPANSION OF MATERIALS

This course is intended as the initial course in the second year language sequence for the student who has completed the Russian course number 7543.04 or its equivalent. A general review is necessary to ascertain how well the student has mastered the first year skills and to reenforce these skills before introducing the new content of this course.

The theme of the first part of this course is the coming of Russian winter. The new grammar, vocabulary, idioms and structure suggested in the Content Outline should facilitate conversational skills on this theme, but the teacher is encouraged to go beyond this basic outline of materials. The vocabulary and activities associated with all four seasons should be explored. The cultural study of historical and current events in Russia will facilitate learning.

The theme of the second part of this course is the Russian educational system. Again the teacher is encouraged to supplement the vocabulary and grammar suggested in the Content Outline. Activities that will facilitate learning in this unit include acting out variations on the theme of school examinations and a study of the curriculum organization and content in the Soviet educational system.

The cultural topics listed in the Content Outline are suggested as a continuation of the cultural skills and

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knowledge already attained by the student. A survey of the cultural topics to which the student has been exposed may suggest other topics and skills that would better precede the ones suggested here.

SUGGESTED PROCEDURES

I. In the event that this course is given to students returning from summer vacation a review of the content of previous quin courses can be made under the auspices of "The Summer Vacation" (unit 11, ALM, Second Edition).
To review the material listed in the Content Outline, part I;

1. Ask direct oral questions about the student's summer experiences.
2. Give the student opportunity for oral and written free response.
3. Give the student completion type questions.
4. Give the student selected structure drills to refresh his skills using conjugations and cases previously mastered. (Drills: singular - plural, noun - pronoun, item substitution, cued completion, expansion drills, English cued drills, patterned response, etc.)
5. Have the student write a letter to a friend describing his summer vacation.

II. When this course is the immediate continuation of the Russian language sequence the above part I is not necessary and the material of the Content Outline parts II and III may be immediately introduced.

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A. The First Snow - a narrative

1. Drill orally on the narrative and supplement.
2. Vocabulary exercises by questioning on the narrative.
3. Listening comprehension quiz on the narrative.
4. Introduce new grammar: the following procedure is recommended.
   a. Teacher presentation
   b. related structure drills
   c. supplement with listening and speaking exercises
5. review
6. writing practice through paragraph rewrite
7. recombination material: (should include dialogs with questions, dialog variation and narrative with questions)
8. unit test

B. Oral Exams - a dialog

1. Practice and drill on the basic dialog and supplement.
2. Questions on the dialog
3. Listening comprehension test on dialog
4. Introduce new grammar
5. Writing practice through sentence completion
6. Recombination material
7. Unit test

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SAMPLE QUESTIONS

L-1. Instructions: The student will hear a statement or partial statement followed by three or four possible completions of the statement. Select the letter of the correct rejoinder and indicate this on your answer sheet. Each item is repeated once.

Теперь зима. Все были в _____.

А. шубах, валенках и шапках.

Б. платьях.

В. летном лагерях.

L-2. The student will hear a short dialog between two persons. Following the dialog he will hear three statements, only one of which correctly summarizes a portion of the dialog. Indicate the letter of the correct statement on your answer sheet.

Dialog: — Мама, где моя меховая шапка?

— Там на полке. А что, Павлик? Куда ты собираетесь идти?

— Я хочу покататься на санках. Можно?

— Нет, теперь нельзя.

Answers: А. Мама идёт покататься.

Б. Павлик хочет купить шапку.

В. Павлик не может покататься.

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L-3. The student should listen carefully to the following oral narration. It will be read twice after which you will be asked several oral multiple choice questions. Indicate the letter of the correct answer to each question on your answer sheet.

Narration: Мы стоим в небольшом вокзале. Мама и Никита читают, а я смотрю в окно. На дворе снег. Всё совсем белое. Наверное, на дворе мороз.

Questions: 1. Наверное, какое время года?

А. мороз

Б. зима

В. два часа

2. Что делают люди на вокзале?

А. ждут поезда

Б. купят шубы

В. идут в кино.

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3-1, a. Cued response

Teacher says:	Student says:
(Гагарин) Ты читаешь о Николаеве?	Нет, о Гагарине.

etc.

b. Question formation with о ком and о чём

Teacher says:	Student says:
Сестра читает о Гагарине.	О ком она читает?
Эта песня о зиме.	О чём эта песня?

etc.

c. Cued Completion

Teacher says:	Student says:
(меховая шапка)	
У Вити была ____.	У Вити была меховая шапка.
Витя купил ____.	Витя купил меховую шапку.
Он был в ____.	Он был в меховую шапку.

etc.

d. Person-Number Substitution underlined words are those to be manipulated by the:

Teacher	Student
Я люблю мороз.	Я люблю мороз.
(ты, вы, мы, Таня, ...)	(ты любишь... вы любите...)

etc.

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S-2. The teacher should engage the student in conversation or require two or more students to converse in Russian on material previously mastered in this course and in preceding courses.

Sample conversation stimuli:

1. Вы только что получили открыку от приятеля. Он в летном лагере. Расскажите, о чём он пишет.
2. Вы собираете почтовые марки. Из каких стран?
3. У вас только что был устный экзамен. Приятель спрашивает вас – Как ты ответил(а)?

S-3. Students should be able to orally construct and answer questions of the following order.

1. В котором часу начинают ваши уроки?
2. Сколько у вас дома пластинок?
3. Когда ваш день рождения?
4. Какая здесь зимой погода?
5. Какой зимний спорт вы любите?
6. Что вы надеваете когда дождь идёт?

R-1. The teacher should give the student a familiar passage of 25 words or more which the student should read aloud for the clarity of the listener (s).

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R-2. This evaluation may consist of multiple choice rejoinder items, multiple choice statements referring to a short dialog or narrative, or a combination of these.

Instructions: Read and choose the correct responses.

Rejoinder:

Маша довольна. Теперь лето.

А. Она любит лето.

Б. Она не любит лето.

В. Она надевает свитер.

Dialog with multiple choice statements:

- Витя. Ты, кажется, собираешь марки?
- Собираю. А что, Саша?
- Я получил письмо из Москвы. Интересная советская марка.
- Космонавты?
- Нет, самолёт

А. Саша был в Москве.

Б. Саша собирает марки.

В. На марке Саши самолёт.

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K-3.
K-4. } Written passages and questions for this evaluation could be as follows.

Recombined material for reading:

Борис очень хорошо ответил. Иван Петрович поставил ему пятёрку. Он отличник! Скоро очередь Нины. Она боится, но не очень. Она хорошо занималась.

Multiple choice questions to check direct comprehension:

1. Кто здесь учитель?
   А. Борис
   Б. Иван Петрович
   В. Нина

2. Какой ученик Борис?
   А. хороший
   Б. плохой
   В. отличный

3. Что Нина делает скоро?
   А. очередь
   Б. отвечает на экзамен.
   В. боится

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W-1. Dictation may be selected from the dialogs, structure drills, recombination narratives, etc. of this course. Dictation should consist of at least 25 words with sentences of five to seven words in length.

Мы живём в небольшом городе, в высоком новом доме. Наш дом на главной улице. Я люблю сидеть и смотреть в окно на улице. Там всегда много людей, машин и автобусов.

W-2. Instructions: Read the introductory sentence and the cues; then write a short paragraph starting with the intrductory sentence and including statements about all of the cues given.

Мы были на пляже около Черного Моря, загорали и плавали, когда начиналась гроза.

(сильный ветер) (молния) (дождь)
(волны) (гром)

W-3. Instructions: Write the following sentences in the opposite aspect from that in which they are written. Add or drop the cues (in parentheses) as necessary.

1. Я позвал Бориса удить рыбу. (часто)
2. Мы каждый день обедаем в городе. (сегодня)
3. Я часто звоню по телефону в магазин. (часто)
4. Мы быстро поужинали. (обыкновенно)
5. Я хорошо ответил. (всегда)

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C-1. Listed below are 10 Russian proverbs or sayings. Write the English equivalent to each in the space provided.

1. Тыше едешь, дальше будешь.

2. Всё что золото не блестит.

3. etc.

C-2. Instructions: Choose one of the following topics and write all you know of the similarities to and contrasts with the same cultural item in American society.

Dancing in Russia

Foreign language study in Russia

Winter diversions in the Soviet Union

C-3. Make a scrapbook of newspaper and magazine clippings which support the practicality of studying Russian as a modern foreign language.

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A-1,-2,-3.

To facilitate an objective evaluation of attitudes the following chart is suggested.

NAME	Participates in discussion groups	Takes positive attitude	Seeks projects	Is member of language club	Does research	Registers for another Russian class
1.	✓	✓	E	E		✓
2.	— ✓	— ✓	✓ E	✓ ✓ E	—	✓

KEY

E - excellent

✓ - acceptable

— - unacceptable

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